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Guidance Manual

for the HIGH-SCHOOL VICTORY CORPS

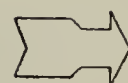
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VICTORY CORPS SERIES
PAMPHLET NUMBER 4

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Guidance Manual

for the **HIGH-SCHOOL VICTORY CORPS**



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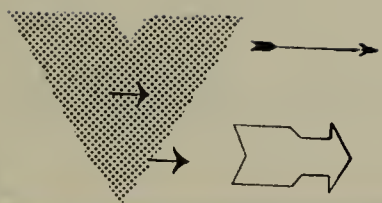
PAUL E. ELICKER, Executive Secretary, National Association of Secondary School Principals.

WILLARD E. GIVENS, Executive Secretary, National Education Association.

CIVILIAN AVIATION

FRANK A. TICHENOR, Chairman of the Aeronautical Advisory Council, Department of Commerce, Publisher "Aero Digest."

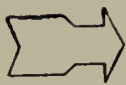
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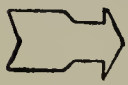
CONTENTS

	Page
Foreword	V
 I. The Place of the Guidance Program in the High-School Victory Corps	 1
Essential services	1
 II. Making the Pupil Inventory	 4
Need for the Pupil Inventory	4
Items of individual information on which the Pupil Inventory should be based	5
Additional items of value in making the inventory	5
Constructing the Pupil Inventory	5
A wartime Pupil Inventory for a school having an incomplete cumulative record system	6
Definitions of selected items on Pupil Inventory card	6
Making the Pupil Inventory in schools with complete cumulative records	10
Using Occupational categories in the Pupil Inventory (optional)	10
Making the Pupil Inventory more easily used	12
Classifying individual pupils	12
Identifying special capabilities or characteristics	15
Adapting the Pupil-Inventory scheme to State and local conditions	16
 III. Securing and Using Information About Critical Wartime Services and Occupations	 17
What kind of information is needed?	17
Sources of information about critical services and occupations	19
Occupational publications for every wartime counselor	19
Sources of current information	21

	Page
Securing information through personal contact	22
Organizing information for ready use	23
Using the information	24
Addendum	25
 IV. What the Wartime Counseling Staff Should Do	 26
Duties of the wartime counseling staff	26
Mechanics of the interview	29
 V. Organization and Administration of the Victory Corps Guidance Program	 32
An outline of organization	32
Wartime counselor	32
The faculty committee	33
The local community advisory committee	34
City-wide director	34
Supporting State services	35
State services for the Victory Corps guidance program	35
Suggested steps in the State program	36
Relation of a guidance program to the curriculum and training pro- gram of schools organized for the Victory Corps	36
Federal relationships	37



F O R E W O R D



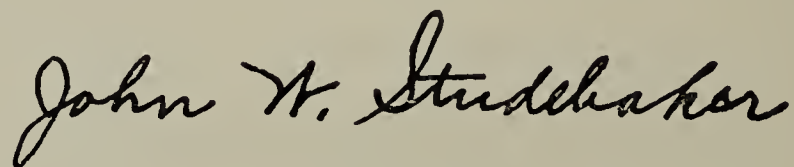
THIS "GUIDANCE MANUAL" is presented to assist school administrators, counselors, and teachers in carrying out the guidance functions essential to the organization of the High-School Victory Corps in all types of secondary schools.

It is well understood that many schools have personnel and procedures already carrying on guidance functions in a comprehensive manner. For these schools most of this manual may serve best as a check list. The fact, however, that the program suggested has been devised specifically for wartime may make certain items of more value than would otherwise be the case.

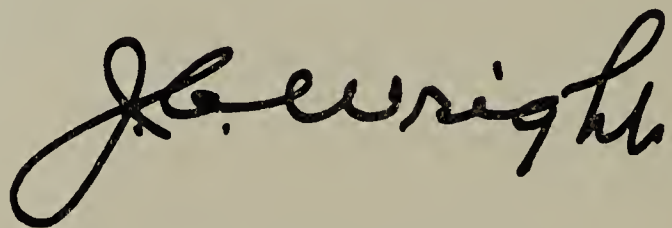
At the other extreme may be schools with no experience in guidance work. For these some simplification of suggested procedures may be necessary, each adaptation to conform to local limitations. For these schools it is hoped some assistance through in-service training may be provided by the State department of education concerned.

The Manual was written by a committee composed of R. Floyd Cromwell, Supervisor, Educational and Vocational Guidance, State Department of Education, Baltimore, Md.; George E. Hutcherson, Chief, Bureau of

Guidance, State Education Department, Albany, N. Y.; S. Marion Justice, Supervisor, Occupational Information and Guidance, State Department of Public Instruction, Raleigh, N. C.; and R. H. Mathewson, Supervisor, Youth Personnel Services, State Department of Education, Hartford, Conn. These men were assisted by Royce E. Brewster, Walter J. Greenleaf, and Franklin R. Zeran, of the staff of the Occupational Information and Guidance Service, Vocational Division, U. S. Office of Education. The entire project was under the direction of Harry A. Jager, Chief, Occupational Information and Guidance Service.

A handwritten signature in cursive script, reading "John H. Studebaker".

U. S. Commissioner of Education.

A handwritten signature in cursive script, reading "J. C. Wright".

Assistant U. S. Commissioner for
Vocational Education

I. THE PLACE OF THE GUIDANCE PROGRAM IN THE HIGH-SCHOOL VICTORY CORPS

THE IMPORTANCE of guidance in the Victory Corps program is indicated by the two following quotations from Pamphlet No. 1 of the Victory Corps series:

In a total war it is of utmost importance that each person be engaged in that task in which he can make the most effective contribution to the war effort. Never before have those who are responsible for the guidance of youth been faced with a greater challenge. Guidance as it exists in a peacetime program cannot meet the critical needs of the hour.

In framing the proposals in this publication there has been full recognition of the problems of guidance which the Victory Corps program implies . . .

Because of the multitudinous details of information needed to counsel youth wisely in these days, there is no escape from specialization of guidance personnel if the job is to be well done. The establishment of a Victory Corps as proposed in these pages may well serve to make pupils and teachers and school board members more sensitive to the guidance problems involved in manpower recruitment in wartime.

This Manual contains suggestions designed to assist school administrators in inaugurating and carrying on a program of guidance which will help make the Victory Corps program more effective.

The Victory Corps is an emergency organization, with specific objectives. A guidance program is required, therefore, which serves its basic objectives in the quickest and most economical manner in terms of time, money, and personnel. This statement has two implications: First, any guidance program now existing in a school should on the one hand be utilized to its full capacity to serve war aims, and, on the other, yield in any points

which may be judged unessential. Second, where no program exists, or one inadequate to serve war purposes, an emergency program should be set up at once.

Essential Services

The High-School Victory Corps proposes the following services as essential:

1. A reliable record of the individual characteristics of each pupil, as they relate to his usefulness in winning the war.
2. Comprehensive information about critical services and occupations requiring a type of manpower to which the present and future efforts of school pupils may be directed.
3. A counseling program which will help the pupil to fit himself into appropriate training for and participation in the war effort.
4. A practicable plan, within the means of any school regardless of size or resources, for providing these three services, and the related supplementary activities.

In suggesting details of the above program, the following principles of guidance are observed by the Victory Corps:

The war will be served best if each individual so far as possible undertakes civilian or military participation—

1. In accordance with his abilities, aptitudes, and interests.
2. Equipped with sufficient strength and maturity for the type of service he chooses.

3. At the highest level of attainment of which he is capable, at a task of which the Nation has need.
4. Trained to serve in a field which, within limitations imposed by the emergency, has been the result of his own choice.
5. With the personal knowledge that he possesses *no inherent disability* to carry out his choice of service, and has *certain positive characteristics* which promise success.
6. As a unit in a farsighted, well-balanced distribution of manpower which is based on over-all facts rather than on one-sided campaigns to serve a single war interest.

The above criteria apply equally to the prospective aviator, farmer, engineer, nurse, marine, welder, typist, or radio operator, and to all pupils in choosing their courses of study or their forms of volunteer community service.

Experience warrants one or two cautions of a general nature as the wartime guidance program is being worked out. A school, for instance, will not secure the full benefit of its wartime guidance program unless administrative and instructional provisions are geared to the facts made available by the guidance procedures. For example, the permanent enrollment of a pre-flight aviation course should be composed of pupils who have passed through guidance procedures to establish their minimum physical and mental qualifications. Or to give a more general case, teachers can scarcely be expected to profit by the services the guidance program can render unless they have had careful orientation in its scope and purpose, even to the point of volunteering assistance in those aspects of the program beyond the power of the staff officially designated for wartime counseling.

A second caution relates to the danger of overextending the responsibilities of the guidance program. For instance, the wartime

counselor would help an individual whose low morale revealed a problem during a counseling interview. On the other hand the morale of the school as a whole construed as a problem of attitude toward the war would require united faculty action rather than be regarded as the duty of the counseling staff to solve. Again, the wartime counselor may assist pupils to make choices of training for or participation in various special aspects of war service. But solving the many administrative questions which thus arise, such as scheduling new classes, or securing desirable balance in Corps divisions, is not a guidance problem. The wartime counselor should be asked to solve them only if he happens to be also a school administrative officer who normally has such responsibilities. It is seldom desirable to add administrative ability to the critical list of qualifications required of a counselor. Moreover, if he is loaded with miscellaneous duties, his counseling duties are bound to suffer. The counselor's relation to administration will lie most usefully in his ability to furnish relevant facts about pupils and about wartime services and occupations to the rest of the school staff.

Among schools eager to adopt the Victory Corps program will be many which, chiefly because of size, find themselves unable to organize the complete program suggested in Victory Corps Series Pamphlet No. 1. These schools will find their difficulties recognized in the attack on the guidance problem suggested in this pamphlet. Even minimum provisions, conscientiously carried out, will be found of distinct value in promoting the war effort.

One further consideration will enter into the balance when a school is deciding whether to make the effort necessary to carry out the wartime guidance program. In the event that the war ends tomorrow, every principle and practice adopted in the guidance program

remains valid in the peace program of the school. It will prove perhaps even more useful as the school plans its adaptation to the bewildering pattern of civilian and military demobilization and the long-term design of education in the post-war world.

Finally, the material in this pamphlet is presented as proposals for adaptation in States and localities as State policies and local conditions may require. However, in any review undertaken for adaptation, educational authorities may well consider that the committee that prepared the material was drawn

from several States including almost every variety of educational pattern. This committee tried to envision both urban and rural conditions in large and small schools. It may be assumed, then, that questions of practicability and school policy have been scrutinized realistically. It is hoped that every school will find that all fundamental suggested procedures are well within its power. When the object is to win a war, more than usual effort is justified in initiating proposals ordinarily beyond easy realization.

II. MAKING THE PUPIL INVENTORY

IN HIS MAIN TASK of guiding youth of the High-School Victory Corps into various types of war training and war service, the wartime counselor will find indispensable some sort of a *Pupil Inventory* which will provide a simple and convenient index of pupil characteristics as related to various types of war activities and services inside and outside the school.

The *Pupil Inventory* is based upon essential items of information concerning the individual pupil, such as, scholastic aptitude, vocational courses and experiences, physical characteristics, that will facilitate the entry of the pupil into one or another war service activity appropriate for that pupil.

Need For The Pupil Inventory

The need for the pupil inventory in the Victory Corps and wartime guidance program and the uses to which it may be put may be summarized as follows:

1. An important wartime task of the high school will be the identification of pupils with requisite abilities and qualifications for advanced training in occupations directly related to the war effort, e. g., engineers, nurses, chemists, doctors, teachers, other professional workers, and potential officer candidates. The *Pupil Inventory* will provide an effective scheme for this purpose.
2. Through the High-School Victory Corps, youth in junior and senior classes will prepare for specialization in the different types of war effort, according to ability, interest, and previous experience. Referral to the *Pupil Inventory* will indicate:

- (a) Those youth fitted to benefit from the instruction provided in various types of courses, preparatory to military or civilian war service or specialized training.

- (b) Those youth possessing characteristics requisite to various types of training and service demanding more exacting qualifications, e. g., those students meeting the physical requirements of the Army Air Forces.

3. The direct aid which high-school youth can render to the war effort through part-time employment is far from negligible. The *Pupil Inventory*, through some convenient classification device, can show those youth available for different forms of part-time employment, work experience, and volunteer services.
4. Through its index system, the *Pupil Inventory* can provide the names of youth exhibiting special characteristics of particular value to the war effort, e. g., leadership.
5. In the eagerness of youth to serve the war effort and enter into the activities of the Victory Corps, those most enthusiastic may be inclined to attempt a program beyond their strength and maturity. By means of the check provided through a *Pupil Inventory*, a record of the activities in which high-school students are engaged may be maintained and guidance can be given to individuals which the record reveals are "overdoing." Similarly, those who do not seem to be contributing up to capacity may be encouraged to undertake additional activities reasonably in line with their ability.

6. With some knowledge of the most critical manpower needs in the Nation, State, and locality (see Section II on War Service Information), the counselor may match these war service needs with the potentialities and powers of high-school students as disclosed through the *Pupil Inventory* and help youth direct their efforts into those channels where they may make the greatest contribution.

Items of Individual Information on Which the Pupil Inventory Should Be Based

Every school will have available, or may easily obtain, a few simple items concerning individual characteristics from which a war-time *Pupil Inventory* may be developed. The following may be considered as basic for the development of the *Inventory*:

1. Scholastic aptitude as measured by:
 - (a) Average of marks during the secondary school period.
 - (b) Rank of the individual in his class, expressed as a numerator over the total number in class as a denominator, e. g., 6/375.
 - (c) Marks in specific major subjects, particularly English, social studies, science, mathematics, and subjects of vocational application during the senior high school course.
2. Major fields of specialization in senior high schools, both in academic and extracurricular activities.
3. Record of avocational or vocational experiences.
4. Record of occupational interest or intention.
5. Physical condition:
 - (a) General physical condition; freedom from sickness, as measured by days absent on account of sickness.
 - (b) Known physical handicaps or disabilities.
 - (c) Height, weight.
 - (d) Vision, hearing (as indicated on health chart).
6. Some notation of important personal characteristics of the individual, including character, habits, motivation, and capacity for leadership.

Additional Items of Value in Making the Inventory

Although not all high schools may be able to provide the following items of information on pupils, it will be desirable wherever possible to incorporate one or some combination of them into the individual inventory:

1. Individual scores on achievement and aptitude tests.
 - (a) General achievement test batteries covering several major subjects of high-school grade.
 - (b) Specific achievement tests in single subjects of particular significance.
 - (c) Aptitude tests, such as mechanical, clerical, manual dexterity.
2. Some measure of mental ability (preferably based on at least two scores).

Constructing the Pupil Inventory

Since it will be devised mainly for the convenience of the counselor, the *Pupil Inventory* should, above all, be simple and workable. It should be so designed as to fit readily into the existing scheme of pupil recording. It should begin with high-school juniors and seniors, but as soon as possible should be extended to include all pupils of the school.

A determining factor in developing an effective type of *Pupil Inventory* will be the extent and scope of the cumulative record already operative in the high school.

If the school's records are meager, the war-time *Pupil Inventory* will have to make provision for the collection of those items of

information ordinarily available through a good cumulative record, and essential now to any realistic guidance of youth into war services and activities.

If, on the other hand, the school already has a rather complete record of pupil characteristics (such as those listed in the preceding section), the *Pupil Inventory* for war-time purposes need only constitute some efficient means of rearranging, classifying, and labeling the data already entered upon the cumulative record cards or folders.

In the sections immediately following, procedures are suggested for making *Pupil Inventories*: (1) In schools with incomplete or no cumulative record systems; (2) in schools with more or less complete cumulative record systems.

A Wartime Pupil Inventory for a School Having an Incomplete Cumulative Record System

In a school with meager records, some of the items listed as essential for the construction of a pupil inventory may be lacking. In this case it will be necessary to collect this information in suitable form.

The following items indicated on the card may be filled in by the pupils themselves under the direction of a classroom or home-room teacher, thus relieving to some extent the recorder's task:

Name.	Place of birth.
Phone.	Curriculum.
Address.	Occupational interest.
Date of birth.	Hobbies.

Extracurricular activities.

Part-time or summer employment record.

Subjects liked.

Subjects disliked.

Such a card will bring together in efficient and convenient form the basic items of individual information essential to the wartime guidance of pupils.

Although the meaning of the individual items on this card will be clear to most counselors, the following definitions of selected items will clarify their use.

Definitions of Selected Items on Pupil Inventory Card

(All records subject to change should be made in pencil. Numbers in the left-hand column refer to numbered items on the *Pupil Inventory* card.)

8. Curriculum: The program of study in which the pupil specializes or "majors," e. g., college-preparatory; commercial or business; scientific.
9. Occupational interest: Major occupational interest or intention expressed by pupil; preferably after careful study and counseling.
10. Hobbies: Leisure-time activities having possible vocational interest or application. Emphasize hobbies resulting in *completed* projects, of considerable duration, and calling for developed skill or leadership.
11. Extracurricular activities: School activities other than scheduled studies carried on during current school year. Select the one or two of greatest significance only. (See No. 10.)
12. Part-time and summer employment record: Record of paid employment.

Kind of work performed: Specific title or name of job: not "store work" but "sales clerk in drug store"; not "factory" but "drill press operator"; not "garage" but "garage mechanic's helper" or "car cleaner and polisher."

Inclusive dates: Date started on job: Date finished.

Wages: Designate whether per hour, day, week, or month.

15. Record grades: Indicate grades according to school-marking system: 1, 2, 3, 4 years means the number of years the subject has been carried.

War program courses: Those specialized courses given as a definite part of the school's Victory Corps and war program, involving regularly scheduled period and credit, e. g., preinduction courses in radio, aeronautics.

For this purpose the following special wartime pupil inventory card may be utilized:

1. Name:		2. Phone:	
(Last)	(First)	(Middle)	
3. Address		4. Date of birth:	5. Place of birth:
(Street and number)		(City or town)	(State)
6. Physical defects:		7. Results of physical examination (if given):	
8. Curriculum:		9. Occupational interests:	
10. Hobbies:			
11. Extracurricular activities (include honors received):			

12. Part-time or Summer Employment Record:

Name and address of employer	Kind of work performed	Inclusive dates	Wages	Did you like the work?
.....
.....

13. Subjects liked:

14. Subjects disliked:

15. Record grades:

Algebra.....	English	Agriculture	Shorthand	Social studies	War program courses
Plane geometry.....	1 yr.....	1 yr.....	1 yr.....	1 yr.....	(specify)
Advanced algebra.....	2 yr.....	2 yr.....	2 yr.....	2 yr.....	.....
Solid geometry.....	3 yr.....	3 yr.....	Typing.....	3 yr.....	.....
Trigonometry.....	4 yr.....	4 yr.....	1 yr.....	Shopwork (specify type and number of years)	.....
Physics.....	Mech. drawing.....	Home economics.....	2 yr.....	.....	.....
Chemistry.....	1 yr.....	1 yr.....	Bookkeeping.....	.....	.....
Biology.....	2 yr.....	2 yr.....	1 yr.....	.....	.....
General science.....	3 yr.....	3 yr.....	2 yr.....	.....	.....
	4 yr.....	4 yr.....	3 yr.....	.....	.....

A reproduction of the reverse of this card follows. Items 28–33, inclusive, may be used for noting, by check mark or brief notation, pupil's status with respect to any of the listed classifications.

16	17	18	19	20	21	22	23	24	25	26	27
Sex	Age	Race	Height	Weight	Vision Left:Right	Hearing Left:Right	General physical condition	Average all grades	Rank in class	Scholastic aptitude decile	Classifica- tion code

28. Eligible for specialized courses:

Physics.....	Business.....
Mathematics.....	Industry.....
Military pre-flight.....	Farm.....
Special science courses.....	Home.....
Other courses suggested by the armed forces (write in names).....	
.....	

32. Available for part-time employment:

29. Eligible for Victory Corps Divisions:

Air.....	Air-raid protection.....
Land.....	Red Cross.....
Sea.....	Salvage.....
Production.....	War Stamps.....
Community.....	Other special community war service.....

33. Available for Volunteer Services:

30. Capable of advanced training beyond high school:

Engineering, Science and Management War Training.....
Enlisted reserve.....
Apprenticeship.....
Military technical.....
Civilian technical (college).....
Nurse.....
Business.....

34. Personal characteristics: Judgments of several teachers who know the pupil combined in one rating are better criteria than one individual estimate:

Industry.....	Below average	Average	Above average
Initiative.....			
Responsibility.....			
Leadership.....			
Quality of work.....			

31. Not physically fit for Armed forces: Pupil not meeting requirements for various armed services.

Name of school.....	City or locality.....
---------------------	-----------------------

21. Vision: As indicated by examination provided through school health service. (If it is desired to establish certain eligibilities, such as the meeting of physical requirements for the Army Air Forces, a special examination may be necessary.)

22. Hearing: Same as above.

23. General physical condition: May be estimated "Good," "Fair," or "Poor" by teacher on basis of days absent on account of sickness and general observation of pupil's health. Preferably based on periodic health examinations by school nurse and physician.

Physical defects: Known physical defects, such as lameness resulting from infantile paralysis. Results of physical examination; key findings of school physical examinations. If these are incomplete, special examination by physician may be required to establish eligibility for certain armed services, such as the Air Forces. Reference to more complete records may be the most desirable entry here.

24. Average all grades: Average of all subject grades during high-school years up to time of recording. Record this figure in pencil, so erasure can be made and corrections entered as time goes on.

25. Rank in class: e. g., 10th in class of 50, expressed 10/50.

26. Scholastic aptitude decile: Designation of the pupil as being in the first (lowest or other decile; 10th is highest) of his class when class is ranked in terms of scholastic aptitude—scores on achievement tests or other standard measure.

27. Classificational code: Code letters or markings indicating in what classification pupil falls with respect to important war service activities. (See classification list page 10.)

Items 28-34. (Check marks will indicate that this pupil is judged eligible in the categories as described.)

28. Pupil eligible for specialized courses: Capable of benefiting from and succeeding in the courses named, especially those devised for war service.

Physics: The usual course in college-preparatory physics.

Mathematics: Regular units, special units devised for military purposes or refresher courses.

Military pre-flight: Courses devised to prepare boys for military aviation as pilots, bombardiers, and navigators.

Special science: Courses with content modified for specific war purposes.

Other courses suggested by the armed forces: Both current and forthcoming courses to be issued by the Army and Navy.

29. Pupil eligible for Victory Corps Divisions: Has mental and physical characteristics, interests, abilities, and possibilities of later war service which coincide with the basic requirements of one or another Victory Corps division as shown in the bulletin: "High-School Victory Corps."

30. Pupil capable of advanced training: Has mental and physical characteristics, interests, abilities, and possibilities of later service which suggest advanced training of one or more of the types listed:

Engineering, science and management war training: Those special war-training courses given part-time to selected persons already employed in war industry. Commonly known as ESMWT.

Enlisted reserve (or equivalent): College training of accelerated type given to young men in the armed forces.

Apprenticeship: Trade training in higher skills of 3,000 hours' or more duration, e. g., tool-maker.

Military technical: Special training in armed forces, usually of several months' duration or more, to fit men for special military technical pursuit, e. g., signalmen, ground technicians in Air Forces.

Civilian technical: Special advanced college training of professional, scientific, or technical type needed because of the shortage of certain civilian specialists, e. g., doctors, chemists, industrial engineers. (May be more applicable to girls than boys under manpower legislation.)

Nurse: Regular course of hospital training leading to certification as "registered nurse" under State law.

Business: Training beyond the high-school level in commercial or business pursuits.

31. Pupil not physically fit for armed forces. On the basis of school health records and physical examinations, the pupil is clearly not eligible for service in any armed force but may be directed toward civilian service in line with his abilities.

32. Pupil available for part-time employment. The pupil has a schedule and parental approval

which permit part-time employment directly or indirectly aiding war production.

33. Pupil available for volunteer services. The pupil possesses maturity, interest, and time-schedule at school and home which permit voluntary service in OCD or other form of community war work in line with his capacities.

Making the Pupil Inventory in Schools With Complete Cumulative Records

Many schools with rather complete records will not wish to go through the labor of "posting" many items of information from these records to special cards to be used in the wartime *Pupil Inventory*. Nevertheless, such schools will desire some sort of easily manipulated index of pupils' names and characteristics.

Probably the best method in such cases is to have someone acting as clerk prepare a single card file on small cards 3" x 5"; each card to contain only the name, address, class, and curriculum of the pupil. The rest of the card can then be utilized for indicating, in simple markings or code, in which classification the pupil belongs.

A sample card of this type is shown herewith:

Name: Leonard Smith.	Classification:
Address: 14 Smith Street.	Air Service.
Class: Senior.	Aviation.
Curriculum: Pre-technical.	Military technical.
Remarks:	Industry.
	Air-Raid Protection.

The five items shown under "Classification" mean that Leonard is eligible for the Air Service Division of the Victory Corps and for the pre-flight course in aviation or aeronautics. He is a good possibility for advanced military technical training, is available

for part-time industrial work, and for air-raid protection work. All these eligibilities, it is assumed, may be determined directly from the school's regular or supplemented cumulative record cards. Colored crayons, metal tabs, or any other convenient device may be used in place of written items.

Other possible devices for classifying pupils directly from the cumulative record are:

1. A system of tabs for application directly to cumulative record folders or cards.
2. A check list of essential classificational items such as the reverse side of the card shown on page 8 may be prepared; or blank cards (or sheets) may be printed in quantity, showing this check list. Different items are checked to correspond to different characteristics of each individual. The individual's name may then be written on a card (or sheet) on which his particular classifications are then checked.

Many schools which have cumulative records may still prefer to post the essential data on an *Inventory Card* such as that described in a previous section.

Using Occupational Categories in the Pupil Inventory (Optional)

Where time and resources of personnel permit, the *Pupil Inventory* may prove more valuable in some large schools and even in smaller ones, if some ready means is employed of classifying pupils in major categories related to functional occupational groupings and hence to divisions of war service.

For this purpose, it is recommended that two major divisions be established by sex; i. e., one file for boys and the other for girls.

Within each of these two divisions, pupils may be classified according to four broad categories corresponding to differences in pupil interest, ability, previous education and

experience, school curriculum in which enrolled, and probable occupational direction:

GROUP I.

In this category may be filed the names of all pupils:

1. Preparing for higher education and capable of successful completion of training in science, engineering, management, medicine, teaching, nursing, homemaking, and other advanced technical and professional work, civilian or military.
2. Capable of successfully completing courses in physics, mathematics, science, aeronautics, and other specialized courses requiring certain intellectual abilities.
3. Meeting the physical and mental requirements for advanced technical training or training for command in the armed forces. (Judged by requirements listed in bulletin entitled *Military Service*, Vocational Division Bulletin No. 221, U. S. Office of Education.)

GROUP II.

In this category may be placed the names of all pupils:

1. Undertaking trade or technical preparation—vocational, shop, or trade courses.
2. Capable of successful study of Army “preinduction” courses in Fundamentals of Radio, Fundamentals of Electricity, Fundamentals of Automotive Mechanics, Fundamentals of Machines, Fundamentals of Shop Work, and of specialized courses in science, physics, and aeronautics.
3. Possessing manual and mechanical aptitudes likely to lead to success in the mechanical-technical levels of air and other armed forces (intermediate enlisted grades) and in civilian pursuits at this level.
4. Possessing ability suitable for short-term industrial training in machine op-

eration, farm aid, and other community service.

GROUP III.

In this category may be placed the names of all pupils:

1. Undertaking business education and clerical courses.
2. Capable of successful work in Army “preinduction” courses related to clerical skill.
3. Capable of successful work in courses preparing for business machine operation.
4. Possessing abilities for successful pursuit of civilian business occupations.

GROUP IV.

In this category may be placed the names of all pupils:

1. Undertaking “general” or “nonacademic” courses.
2. Likely to adjust well in less highly organized manual or service occupations.
3. Capable of successful work in courses preparing for nurses’ “aide,” housekeeping “aide,” farm “aide,” and other emergency work as specialized assistants.

Most frequently the pupils with higher mental and personal qualifications can also be classified for service or training requiring characteristics which are on a lower level. However, it is to be remembered that the Nation at war should use each individual at his highest potential attainment, since the numbers with such abilities are in all categories below the needs.

Where certain prerequisites prevail, such as exacting physical requirements for the air forces, selection based on the prerequisite qualifications will necessarily be exercised. After determining the characteristics of the individual, the deciding criterion for choice of training is the need for that kind of service,

and the wartime counselor must make every effort to obtain as specific a picture of needs as can be secured.

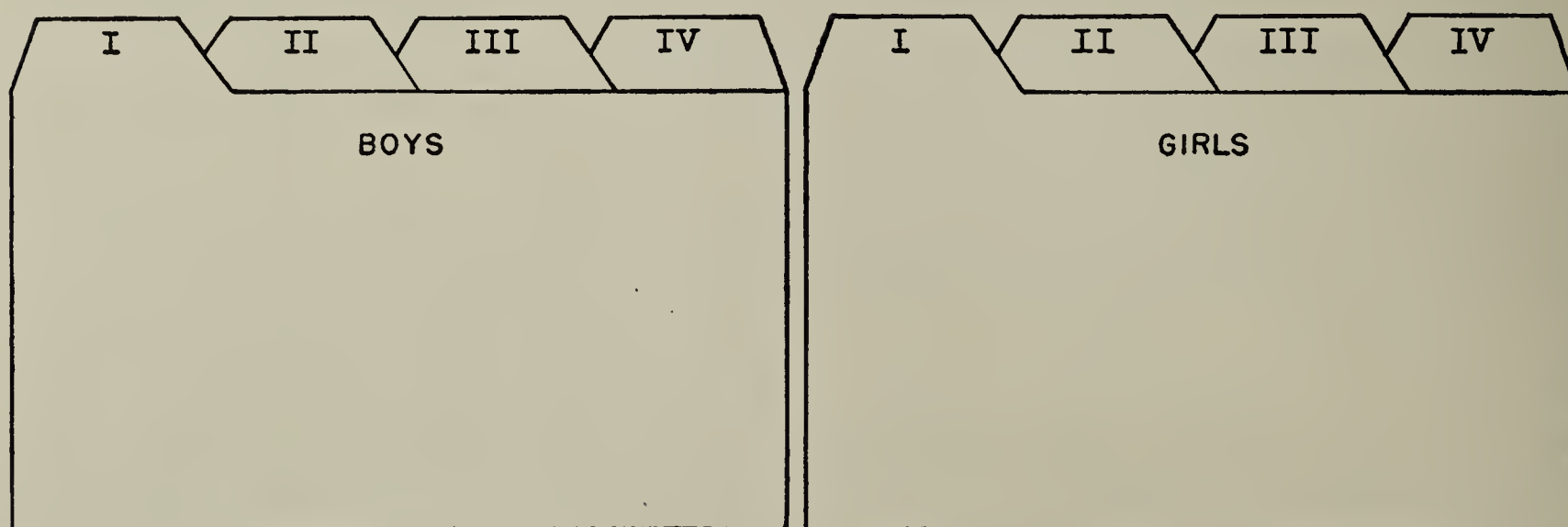
Making the Pupil Inventory More Easily Used

If the *Inventory* is prepared along the lines suggested, a file of pupil cards may appear somewhat as follows:

In Group I will appear the names of pupils whose abilities, interests, education, and experience qualify them for war service tasks and types of training of an advanced technical, professional, or managerial nature.

4. Vocational courses and experiences.
5. Occupational interest and intention.
6. Personal characteristics.

In the case of Victory Corps activities pointing directly toward advanced training in the armed forces—especially for potential officer candidates—individual characteristics must be checked against the required qualifications in such items as vision, height, weight, and hearing. These qualifications will be found specifically listed in the bulletin *Military Service*, Vocational Division Bulletin No. 221, U. S. Office of Education, and on charts and in other publications describing job oppor-



In the other groups will similarly appear the names of pupils whose characteristics correspond with the occupational and service demands of categories II, III, and IV. A duplicate card may be placed in a second or even a third category when a pupil has more than one possible area of service.

Classifying Individual Pupils

In classifying pupils, the essential characteristics of each pupil must be carefully studied.

The main indices or inventory items for judging the classification of any pupil will be:

1. Physical characteristics and maturity.
2. Scholastic aptitude.
3. Course or curriculum.

tunities and categories in the Air Forces, Navy, and other Services. (See Section II on War Information.)

A few brief examples of how pupils may be placed in one or another classification of potential war service may be helpful:

Philip Jackson: Age 16.

Physical: Good physical condition. No defects.

Scholastic:

Third in class of 375.

Averages A.

Especially good grades in botany, zoology, chemistry, Latin, and English.

I. Q. 135.

Curriculum: Pretechnical.

Vocational: None.

Occupational interest: Medicine.

Extracurricular: Member of Science and Latin clubs.

Philip Jackson's father is a prominent doctor, specializing in surgery. Philip is interested only in medicine. His Victory Corps Adviser may suggest his joining the Community Service Division rather than the Land, Sea, or Air Service Divisions, since it is unlikely that he would be out of medical school before the end of the present war, and he has 2 years to go before reaching draft status.

Peter Jones: Age 17½.

Physical: Meets vision, hearing, teeth, height, and weight requirements for aviation pilot. All-round athlete.

Scholastic:

Third quartile of class.*

Averages B.

Physics, chemistry, mathematics, and shop work A.

I. Q. 122.

Curriculum: Pretechnical.

Vocational: Courses in shop work (metal and wood), auto-mechanics, electricity, mechanical drawing. Lives on farm and takes active part in running it.

Occupational interest: Agriculture.

Extracurricular: Football, basketball, track, Hi-Y Club, 4-H Club, Boy Scouts.

Peter Jones is the only son at home on the 240-acre farm. His father is in ill health. Peter may be considered eligible for specialized courses in aeronautics, and Army "pre-induction" subjects. He is eligible for the Air Service, Sea Service, Land Service, and Production Service Divisions of the High-School Victory Corps. He is also interested in air-raid warden duties. Which division Peter enters will depend upon interviews with the Victory Corps Director, although he wishes to be engaged in agriculture. Peter will be 18 years of age in April. Whether he enters the Production Service Division in preference to the Air Service, Sea Service, or the Land Service will depend in large measure upon Selective Service policies in his community.

*See "Definitions" on page 6.

Leonard Smith: Age 17.

Physical: Meets vision, hearing, teeth, height, and weight requirements for Ground Officer, Aviation Cadets. (See Basic Physical Requirements, Chart on "26 Job Opportunities in the U. S. Army Air Forces.")

Scholastic:

Fourth quartile of class.

Averages B plus in all studies.

A in physics, mathematics, and science.

I. Q. 118.

Curriculum: Pretechnical.

Vocational:

Has had shop metal, wood, mechanical drawing. Good marks.

Worked during summer in garage. Also part time during school year.

Occupational interest: Structural engineering.

Extracurricular: Football, aviation club.

Leonard Smith may be classified as eligible for specialized courses in physics, mathematics, science, Army "preinduction" subjects, and aeronautics. He may be encouraged to think about preparing for engineering officer training in the ground officer group of aviation cadets. The High-School Victory Corps director will consider Leonard favorably for membership in the Air Service Division of the Victory Corps. He may look forward to nearly a year at college before induction.

Richard Brown: Age 17½.

Physical: Meets physical requirements for armed forces. (See *Military Service*, Vocational Division Bulletin No. 221, U. S. Office of Education.)

Scholastic:

Third quartile of class.

Averages B.

Typing and bookkeeping B.

I. Q. 112.

Curriculum: Business.

Vocational: Courses in typing, bookkeeping, and business practice.

Occupational interest: Accountant.

Extracurricular: None.

Richard Brown may be considered eligible for any of those divisions of the armed forces requiring clerical and business training such

as: Air Force administrative clerk; Air Force supply and technical clerk. Richard may enter one division or another of the Victory Corps depending on his interest and further training. He will naturally be supplied with full information concerning all requirements for the two main clerical branches of the Air Forces. (See Section II on War Information.)

If he is interested in Land Service and in the Army Quartermaster Corps, instruction in one of the Army "preinduction" courses may not be amiss. He might also be interested in becoming a yeoman in the Navy and hence in the Sea Service Division of the Victory Corps.

Mary Jones: Age 16.

Physical: Good physical condition. No defects.

Scholastic:

Fourth quartile of class.

Averages A.

Physics, science, mathematics A.

I. Q. 130.

Curriculum: College-preparatory.

Vocational: Some homemaking in ninth grade.

Occupational interest: Physics.

Extracurricular: Member of science club, ski club.

Mary is among the five top pupils of her class; her interest in physics is valid and her ability demonstrated.

Although there is a demand for nurses to go into training and for machine operators among girls graduating from high school, in view of the need for highly selected girls for war service in higher technical pursuits, including those requiring knowledge of physics on the college level, Mary may safely be sent on to the college of her choice for further scientific training directly related to the war effort.

Clarence Griffin: Age 17½.

Physical: Robust and free from defects.

Scholastic:

First quartile (lowest) of class.

Averages C.

Shop work B.

I. Q. 92.

Curriculum: General.

Vocational: Part-time garage work.

Occupational interest: Machine shop.

Extracurricular: Any outdoor or mechanical activity.

Clarence will undoubtedly be inducted upon reaching 18 years of age. A course in "pre-induction" auto-mechanics will help him prepare for one branch of the service where he may be useful and stand good chances of promotion. Land-Service Division.

Corrinne Meister: Age 17.

Physical: Average, with few absences. Wears glasses.

Scholastic:

Second quartile.

Averages C plus.

Typing A.

I. Q. 96.

Curriculum: Commercial.

Occupational interest: Office work.

Extracurricular: Camp Fire Girl, office assistant to dean.

Corinne doesn't do so well in English and shorthand, but types with speed from copy and has good digital dexterity. She may be given special training in some form of typing or office-machine work which the U. S. Employment Service reports is in demand. Community Service Division.

Axel Landfer: Age 18.

Physical:

Very frail, with frequent illness history, but recent regular attendance.

Heart affected.

Scholastic:

First quartile.

Averages C.

Mechanical drawing A.

I. Q. 100.

Curriculum: General.

Vocational: No experience, but is successful selling tickets, etc.

Occupational interest: Architect (beyond his powers).

Extracurricular: Clubs of social nature.

In event of acceptance by induction board, will need wide information as to service he can render and any special training which can be given. In view of possibility of rejection,

might be urged to acquire enough mathematics to go with his mechanical drawing for ESMWT course. In view of liking for people, might be steered toward some job without physical strain involving meeting the public. Community Division or Production Division.

Walter Griffin: Age 17.

Physical: Excellent, except bad teeth.

Scholastic:

Third quartile.

Averages B plus.

Mathematics, shop work A.

I. Q. 115.

Curriculum: Technical.

Vocational: Works with father in small job repair shop.

Occupational interest: Die sinker (apprenticeship).

Extracurricular: Stage hand club.

Walter may be encouraged to sign apprenticeship papers with local war-production plant where his skills are much needed. Dental care should be brought about. Production Division.

Diana Worth: Age 18.

Physical: Excellent, no defects.

Scholastic:

Third quartile.

Averages B minus.

Dramatics, Home economics A.

I. Q. 125.

Curriculum: General.

Vocational: None, after general course in finishing school.

Occupational interest: None.

Extracurricular: Dramatics; vice president of two classes.

Diana comes from a well-to-do family, has not been called upon to earn money, works for the most part below capacity. She is, however, popular, and sympathetic with pupils of all kinds. She works intensely when interested and is always helpful in a crisis. Her counselor may well try to arouse her desire to serve and perhaps interest her in nursing, then alter her courses to fit entrance require-

ments of local hospital, when she would be eligible for the Community Service Division.

Julia Brent: Age 18.

Physical: Average. No defects.

Scholastic:

Second quartile.

Averages C plus.

No outstanding subjects.

I. Q. 98.

Curriculum: General.

Vocational: No pattern, but has done odd jobs in stores, packing rooms, and on a footpress.

Occupational interest: "Anything."

Extracurricular: Member of variety of clubs, with no discernible pattern.

Julia may become interested in a VTWPW course and be given credit for such training towards her diploma. Production Service Division.

When boys reach 18 years of age during their school careers, the wartime counselor must consider the currently applicable regulations as to their induction into the armed services. At present the rules provide for immediate basic training of those physically fit in accordance with Misc. 3018, obtainable from the Occupational Information and Guidance Service, U. S. Office of Education.

Identifying Special Capabilities or Characteristics

In going through the *Pupil Inventory* file, counselors may wish to mark especially those pupils available for air-raid precaution work, for part-time employment in local places of business, who are eligible for the air forces, or who possess other possibilities in important phases of war service.

It is easily possible to set up so many different classifications or "codes" that a point is reached where the system takes more time to operate than it is worth. In larger schools, however, counselors may find it useful within the four major groupings especially to mark, code, or tab pupils falling into one or the

other of these convenient classifications, which will be found on the reverse side of the Inventory Card, described on page 8.

Eligible for Specialized Courses:

Physics.
Mathematics.
Military pre-flight.
Special science courses.
Other courses suggested by the armed forces.

Eligible for Victory Corps Service Divisions:

Air.	Community.
Land.	Production.
Sea.	

Capable of Advanced Training Beyond High School:

Engineering, Science, and Management War Training.
Enlisted reserve.
Apprenticeship.
Military technical.
Civilian technical (college).
Nursing.
Business.

Not Physically Fit for Armed Forces:

Pupil not meeting requirements for various armed services.

Available for Part-Time Employment:

Business.	Farm.
Industry.	Home.

Available for Volunteer Services:

Air-raid protection.
Red Cross.
Salvage.
War stamps.
Other special war services.

The cards of pupils in the several categories may, if desired, be indicated by means of colored metal tabs, mucilage tabs, colored crayon markings, colored paper, or by the use of simple index cards with tabs already affixed

in different positions along the top of the card. A space for such code markings has been left in the upper right-hand corner of the *Pupil Inventory* card shown on page 8.

The extent to which it is feasible to elaborate the classification system may best be judged by the wartime counselor in the light of local conditions.

Adapting the Pupil-Inventory Scheme to State and Local Conditions

Depending on basic local factors of availability of personnel and training facilities, the pupil-inventory pattern here described may be either extended or reduced in scope and content.

Flexibility of application is a cardinal principle in this as in other phases of the Victory Corps guidance program. State supervisors of occupational information and guidance may offer assistance in encouraging local schools to develop pupil inventories adapted to their own conditions. Schools should be discouraged, however, from undertaking over-elaborate schemes which they are not likely to carry to a successful conclusion or utilize effectively.

Where local schools enjoy adequate records, well-trained counselors and experienced State supervision, the *Pupil Inventory* may be organized to include additional, valuable groupings not shown in this bulletin and may be developed to the point where its value as a permanent part of the guidance program will be obvious.

III. SECURING AND USING INFORMATION ABOUT CRITICAL WARTIME SERVICES AND OCCUPATIONS

THE WARTIME COUNSELOR upon assumption of his duties in the High-School Victory Corps, is likely to ask these four questions: (1) What information about critical services and occupations is needed to counsel with the individual pupil regarding how he can best fit into specific training for the war effort, or into a special division of the Victory Corps? (2) Where can such needed information be obtained? (3) How can this information be made readily available for use? (4) How may this information be disseminated to all pupils as general background?

The information required must be concerned first of all with war needs, although it need not neglect the usual material bearing upon the permanent career of the individual. Information of this kind must of necessity be up-to-date and obtained from some responsible source. As a rule, material printed before 1942 will be only indirectly useful.

What Kind of Information Is Needed?

The demand on the wartime counselor for information (excluding the Pupil Inventory) will be of two kinds: (1) Personal questions which pupils will want answered, and (2) questions of fact related to national and local needs in regard to critical services and occupations.

Questions which pupils are likely to ask may be illustrated by the following:

What courses will help me prepare for the air forces?

What war jobs demand college-trained women?

Where can I get training as an office machine operator?

What can I do to help in local civilian defense work?

Where can I get information about the tank corps in the Marines?

What war-training courses for girls are open in our locality?

Would it be wise to enter college now with only a year or two to go before being drafted?

What opportunities are open in Civil Service for those without college training?

Where can I get training in radio work for the Signal Corps?

What are the chances of getting a job in an airplane factory after taking a 6-week course in sheet metal work?

What vocational training courses are offered to men in the Navy?

The second kind of information is concerned with war needs on a national and local basis. For purposes of clarification, national and local needs are treated separately.

National Needs

This kind of information is concerned with professional and semiprofessional training for both military and civilian war service, and for technical training chiefly for war demands. Examples of occupations and services in this group are: Aviation pilot, airplane engine mechanic, chemist, physicist, mechanical engineer, nurse, and radio operator. Two illustrations are:

Engineering: Information about the engineering profession is necessary, but it must be presented in the light of accelerated programs in colleges and the requirements of war industry, and of the law calling for draft of 18-year-olds.

Radio operator: Information about radio operation will be most essential as relevant, not to a career in the broadcasting field, but to the demands of the armed forces for radio operators and for the particular type of radio training required in those forces. The boy deciding to take up radio training, and the school offering to train him, will have in mind the fact that he is at the age of 18 subject to Selective Service. Skills of this sort are much in demand under any circumstances.

Local and Regional Needs

Services and occupations necessary to supply regional and local needs are directly dependent upon the fluctuations of the war effort affecting the locality in which the school is situated. Much of the occupational information needed cannot be obtained from the usual books and pamphlets describing the work of the machinist, the stenographer, the farmer, and other workers. The important information in wartime is that in regard to the number of workers required currently, and the specific nature of the duties demanded of them in the emergency. A few characteristic occupations falling in this group are: Welder, machine operator, sheet metal worker, nursing aide, mechanic learner, child-care worker, agricultural worker, construction worker, stenographer, and homemaker. Two illustrations of this kind of information are:

The labor needs arising from the movement of men and women from local jobs into military service and war-production industries. Such information is essential in counseling pupils regarding local employment opportunities. Many of the local needs may be filled by part-time workers, especially in agricultural regions and in some service fields.

The demand for a number of typists skilled in filling in blank forms only, or

agricultural workers needed for only 3 weeks to pick a hand crop, or some assembly line production workers skilled in only one process.

In securing information about numbers of jobs to be filled, the characteristics required of the workers, and the place in which the work is to be found, heavy reliance must be placed on the official agencies set up to handle such problems. In all larger cities and towns and in many rural sections this agency is the local office of the U. S. Employment Service. In some circumstances, however, this Service may not offer complete facilities. In cities, for instance, the Service may be forced to neglect labor supply and demand questions not involving war-production establishments. In rural sections it may not have adequate coverage. In either of these contingencies the school wartime counselor must be prepared to make direct contacts with employers and other agencies. In rural districts the county war boards of the Department of Agriculture, the vocational agricultural teachers, and the farmers themselves are important sources of information.

Summary

Information about professional and military needs will be available from national sources only and may be obtained by a local school through one or more of the following means: (1) Using the State department of education as a clearing house; (2) acquiring certain releases direct from Washington war agencies; (3) establishing contacts with local representatives of such Washington agencies as the Selective Service Board, War Manpower regional offices, or recruiting offices of the military services; and (4) making contacts with colleges and universities, normally drawing freshmen from that school and now used for Federal military training purposes.

Information about subprofessional and all other civilian needs is primarily a local matter that may be obtained most accurately through contact with: (1) The nearest branch of the U. S. Employment Service; (2) agricultural employers; (3) business establishments not serviced by the U. S. Employment Service; and (4) miscellaneous employers of part-time or full-time labor, including paid and volunteer activities.

Sections III, IV, and V suggest ways and means of carrying out these functions.

Sources of Information About Critical Services and Occupations

In attempting to discover and secure needed information, the wartime counselor is confronted with three approaches: (1) To secure information which is already available in the form of bulletins, pamphlets, reports, monographs, charts, visual aids, periodicals, and other kinds of printed or duplicated material; (2) to discover and use sources of current information in order to keep posted on new material; and (3) to make personal contacts with local individuals and agencies for regional information. Certain information does not exist in printed form and is available only on investigation.

The above three divisions of the problem of securing information will now be discussed in turn, with suggestions as to specific sources and the means of reading and using them.

Occupational Publications for Every Wartime Counselor

Available by purchase from the Superintendent of Documents, Government Printing Office, Washington, D. C. (Remittance must be sent with order).

Military Service—Army, Army Air Forces, Navy, Marines, Coast Guard, Nurses. Walter J. Greenleaf

and Franklin R. Zeran. U. S. Office of Education, Vocational Division Bulletin No. 221. 1942. 48 p. 10 cents.

26 Job Opportunities in the U. S. Army Air Forces. A chart issued by the U. S. Office of Education and the U. S. Army Air Forces. 1942. 10 cents.

Job Training for Victory. A chart of programs authorized by Congress to train persons for work in defense industries, Governmental agencies, and the armed services. U. S. Office of Education. February 1942. 5 cents.

Handbook of College-Entrance Requirements. U. S. Office of Education, Bulletin 1941, No. 13. 79 p. 15 cents.

Pre-aviation Cadet Training in High Schools. U. S. Office of Education, Leaflet No. 62. 17 p. 5 cents.

High-School Victory Corps. U. S. Office of Education, Victory Corps Series, Pamphlet No. 1. 1942. 32 p. 15 cents.

Physical Fitness. U. S. Office of Education, Victory Corps Series, Pamphlet No. 2. 1942. 102 p. 25 cents.

Education for Victory. (Biweekly periodical). U. S. Office of Education. \$1 a year. (24 issues). Current articles on occupations, guidance, and the Victory Corps.

Your Questions as to Women in War Industries. Women's Bureau Bulletin No. 194. 1942. 5 cents. (Write to Women's Bureau for list of other publications and of exhibit materials).

Opportunities in the U. S. Merchant Marine. Franklin R. Zeran. U. S. Office of Education, Vocational Division Leaflet No. 9. 1942. 15 p. 5 cents.

Selective Service Regulations. Second edition. 1942. Loose-leaf form. \$1.

Professional Nurses are Needed. U. S. Office of Education, Vocational Division Leaflet No. 10. 1942. 28 p. 15 cents.

War Jobs for Women. Office of War Information. Magazine Section. 1942. 10 cents.

Available FREE from Recruiting Stations, near you.

Service with the Colors. New York Recruiting Publicity Bureau. 1939. 53 p.

Keep 'Em Flying: Aviation Cadets Train for Air or Ground Crews. U. S. Army Air Forces. 1942.

Ordnance Department, U. S. Army. A folder. 1942.
Get the Message Through. A folder. U. S. Army
Signal Corps. 1942.

Your Skill with Tools Will Keep 'Em Flying. U. S.
Army Air Forces. 1942.

Women's Army Auxiliary Corps. A folder. 1942.

Men Make the Navy—The Navy Makes Men. U. S.
Navy. 1942. 49 p.

Your Navy Wings in Sight! For Class V-5 Naval
Aviation Cadets. Bureau of Aeronautics, U. S.
Navy. 1942. 21 p.

How You Can Win Your Navy Wings. U. S. Navy.
1942. 13 p.

Men and Planes of the Navy. A picture chart.
1942.

What Kind of a Job Can I Get in the Navy? U. S.
Navy. 1942.

How to Serve Your Country in the WAVES or
SPARS. 1942. 20 p.

Be a Marine . . . Free a Marine to fight. U. S.
Marine Corps Women's Reserve. 1943. 16 p.

Army Institute catalogue: What would you like to
learn? 1942. 39 p. (Also available from Army
Institute, Madison, Wis.)

New Flying Opportunities (Glider Pilot). U. S.
Army. A folder. 1942.

Put 'Em Across (Amphibian Engineers). U. S.
Army. A folder. 1942.

Jump Into the Fight (Parachute Troops). U. S.
Army. A folder. 1942.

United States Coast Guard—Its purpose and activ-
ities in war and peace. A folder. 1942.

Piping All Hands. U. S. Coast Guard. A folder.
1942.

United States Merchant Marine Cadet Corps. U. S.
Maritime Commission, War Shipping Administra-
tion, Washington, D. C. 1942. 64 p.

Marines in Action (Glimpses of Marines in various
branches). 1942.

Educational Opportunities in the U. S. Marines.
1942.

**Available FREE from the U. S. Office of
Education, Washington, D. C.**

Engineers are Needed. Duplicated. Occupational
Information and Guidance Service. April 1942.
16 p.

Jobs in Naval Aviation. A chart issued by the Oc-
cupational Information and Guidance Service and
the Navy Bureau of Aeronautics. 1942.

Pre-flight Aeronautics in Secondary Schools. An
administrative and instructional guide with special
reference to the preliminary training of prospective
aviation cadets. U. S. Office of Education, Leaflet
No. 63. 1942. 47 p.

Federal Loans to College Students. U. S. Office of
Education, Misc. 2988. 1942. 1 p.

Wartime Occupations—a selected bibliography. Wal-
ter J. Greenleaf. Occupational Information and
Guidance Service, Misc. 2976. 1942. 15 p.

Women of the United States and the War. Mar-
guerite W. Zapoleon. Occupational Information
and Guidance Service, Misc. 2977. 1942. 14 p.

High-School Male Students and Selective Service.
Occupational Information and Guidance Service,
Misc. 3018. 1942. 2 p.

Available from miscellaneous sources:

Occupations Magazine, September 1942—a special
wartime issue entitled: Vocational Guidance for
Victory—the Counselor's Wartime Manual. 525
West 120th Street, New York, N. Y.

Employment of Women in War Production. U. S.
Employment Service—available at local branches.
May 1942. 36 p. 35 cents.

The First Year. A study of women's participation
in Federal Defense Activities. Lucille Foster Mc-
Millen. U. S. Civil Service Commission. 1941.
39 p.

Army Without Uniform. The story of the War De-
partment's Civilian Training Program. War De-
partment, Washington, D. C. 1942. 29 p.

Professional Nursing and Auxiliary Services. Amer-
ican Nurses Association. New York City, Nurs-
ing Information Bureau, 1790 Broadway. 1942.
23 p. 25 cents.

War Service Opportunities for College and Univer-
sity Students. A cumulative loose-leaf bulletin
published by the American Council on Education,
Washington, D. C. The entire series, one com-
plete set costs \$4.

Table I, The Armed Forces (August 17, 1942).
10 cents each chart—minimum order \$1.

Table II, The Civil Service (chart 34'' x 32'').
10 cents each—minimum order \$1.

Sources of Current Information

1. *State Departments of Education.*—A number of States have set up occupational information and guidance services in the State Departments of Education. Most other States have appointed someone to clear guidance information and problems. A wartime counselor should establish contact with this service in his own State Department of Education. Counselors may expect to receive such information and services as: Further sources of information about various war services, information about vocational training courses offered within the State, aid in securing information on a national basis from various Federal and other agencies, and specific field services relating to the organization and use of this information in the Victory Corps guidance program.

2. *U. S. Office of Education, Occupational Information and Guidance Service.*—The Occupational Information and Guidance Service of the U. S. Office of Education in Washington, D. C., has facilities for gathering and disseminating much information useful in the Victory Corps guidance program. Publications from this source may be obtained on two bases: (1) Free material upon direct request to the Service; and (2) material to be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C.

A single copy of all free publications is mailed to individuals on certain selected mailing lists. If the first edition is sufficiently large it may be sent to all principals of high schools. Special guidance publications are sent to counselors whose names are on the mailing list. Additional copies of printed publications may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., if a remittance for the listed price is enclosed. In some instances, the State supervisor of occupational

information and guidance may be able to secure or to duplicate such publications in sufficient quantities to distribute to counselors in his State.

3. *Superintendent of Documents.*—Most printed publications issued by the various Government offices are printed at the Government Printing Office, and are for sale by the Superintendent of Documents, Washington, D. C. A free "Semi-monthly List," which is mailed to many schools and public libraries, is available for reference.

4. *U. S. Civil Service Commission.*—Arrangements have been made with the Civil Service Commission, Washington, D. C., to send directly to individual schools announcements of prospective Civil Service openings and examinations for which high-school pupils are eligible. The person in the State Department of Education in charge of the Victory Corps guidance program will act as clearing agent with the Civil Service Commission. A counselor needs only to write to this person to have his school placed on the mailing list.

5. *Colleges.*—The counselor should be informed regarding wartime curricular adaptations and special Federally aided Engineering Science and Management War Training Courses (ESMWT) in his region. This is especially true of colleges to which pupils from the school have gone or are likely to go. For many pupils the usual general information about higher education will be required.

6. *Directors of Emergency Federally Aided Training Programs.*—The counselor should find out about the various war-training programs conducted within the State. Such programs include at this writing Vocational Training for War Production Workers; (VTWPPW); Vocational Training for Rural War Production Workers; Engineering Science and Management War Training Courses (mentioned above); National Youth Administration; and Training Within Industry. The

State guidance service should be in a position to assist the counselor in securing information about what courses are offered, where and when offered, and the local person in charge.

7. *Periodicals and newspapers.*—One of the most accessible sources of current information is the local newspaper. Newspapers and selected periodicals should be scanned regularly and items of particular interest clipped and filed for the use of pupils. Pupils can often furnish many types of recent magazines that have been read and discarded. The State guidance service will furnish upon request a list of useful periodicals. Pupils may be trained in checking such material for accuracy.

8. *Visual aids.*—An important means of disseminating occupational information is through the use of such visual aids as motion-picture films and film strips. Those schools equipped with projectors should find out the sources where they may borrow suitable films for use in the Victory Corps guidance program. Film exchange services are provided through Visual Education Departments in certain colleges and State Departments of Education. The counselor should determine if such exchanges exist in his State and if so how to secure appropriate films.

9. *Miscellaneous training institutions within the State.*—There are numerous trade schools, nursing schools, business schools, mechanical institutes, and vocational schools in every State. In order to find out the names and addresses of such schools in any particular locality, the counselor may consult city directories and the classified sections of telephone directories. As a rule, these schools are not accredited by any single agency, although several types of schools are approved by special accrediting bodies. Many publish material concerning their offerings in the war effort. The superintendent of schools in a given town will be helpful in determining the standing of a local privately controlled school if there is no accrediting agency.

Securing Information Through Personal Contact

1. *Local schools.*—It is essential that the counselor be thoroughly acquainted with all training programs conducted within the local schools. Such programs may include in addition to regular school courses and curricula: Pre-induction courses; physical fitness courses; regular vocational courses adapted to wartime needs (homemaking, agriculture, distributive education, and trade and industrial courses); vocational training courses for war-production workers; vocational training courses for rural war-production workers; and others, such as, first-aid, child-care, home-nursing, and special civilian defense courses. Local teachers and directors of these training courses should be able to supply the essential information needed in counseling.

2. *U. S. Employment Service.*—The nearest office of the U. S. Employment Service is in the best position to furnish information concerning local and regional labor supply and demands. The Employment Service cannot reveal specific information regarding labor demands of a single local war industry or plant. The counselor, however, should be able to secure information about present and likely future trends concerning the demand for certain kinds of workers needed to fill regional and local war-employment demands. The Employment Service is also in a position to furnish information about, and referral to, various local and nearby training programs for war-production workers. In addition to full-time offices, the Employment Service provides itinerant service in a number of small communities. Volunteer Employment Service representatives are active in many other communities not served by either of the two above means. In some small communities, perhaps, the counselor should volunteer for this work.

3. *Local employers.*—Where the local U. S. Employment Service is not in a position to supply needed information, the counselor will

find it necessary to go personally to local employers in order to secure information regarding non-war-production placement opportunities. This is particularly true in certain areas where the Employment Service office is forced to direct all of its energies toward the placement of war production workers.

4. *Armed Forces Recruiting Offices.*—Where possible the counselor should visit the nearest recruiting offices of the Army, Navy, and Marine Corps. In addition to securing available leaflets and publications about these Services, it will often be possible to obtain information, not otherwise readily available, for use in counseling pupils inquiring about enlistment in one of the armed services.

5. *Civilian Defense Councils.*—In order to secure information about opportunities for volunteer service and training for local civilian defense activities, the counselor should make contact with the representative of the local Civilian Defense Council who is charged with dealing with the schools.

6. *Community organizations.*—A counselor is likely to find some organizations in his community such as service clubs, women's organizations, 4-H clubs, Future Farmers of America, YMCA, YWCA, YMHA, K of C, and others similar in scope and purpose. The counselor should make contacts with such organizations, obtain any literature that they publish, and confer with persons in charge of counseling, placement, or training.

7. *Local draft boards.*—Questions concerning the carrying out of the Selective Service Act are of highest importance to boys approaching draft age.

The counselor should understand the basic principles of the National Selective Service Act and keep informed regarding amendments to and the administration of this Act. Factual questions concerning the Selective Service Act may be obtained from local draft boards. Printed information is available from the Superintendent of Documents, Government

Printing Office, Washington, D. C. Ask for the second edition of Selective Service Regulations (1942), which is available in loose-leaf form for \$1. Subscribers will also receive new regulations and subsequent amendments as released.

Organizing Information for Ready Use

As the Victory Corps guidance program gets under way, the counselor will face numerous situations in which it is necessary to discover information quickly. Effective use of the information will depend to a large degree on how well it is organized. Consequently, it is necessary to work out some simple scheme for filing in order that needed information may be found as desired without hunting for it. In many instances the librarian is in a position to offer assistance in setting up and maintaining the file.

Many schools have already worked out well-defined methods of filing occupational information. Where this is the case it may be necessary to revise or adapt the method used so that information about critical war services and occupations will stand out. Schools undertaking to set up an occupational file for the first time will find that in most cases a simple scheme will work to best advantage.

Standard filing cabinets are preferable if it is possible to obtain them, but the lack of such facilities should only challenge the counselor to devise a substitute file or case. Heavy cardboard transfer files are often satisfactory. In many cases it will be possible to construct an appropriate container out of wood, perhaps through the aid of the school shop.

With regard to the organization of the material within the file, two methods are suggested:

1. An alphabetical arrangement may be followed. As the counselor secures material

it may be filed in folders according to the nature of the material. A few suggested titles might be: Apprenticeship, agricultural worker; Army, United States; Army Air Forces; and Army Nurse Corps.

These are merely representative titles. No two alphabetical files need be the same. The counselor must use his own initiative and develop his own alphabetical list according to the nature of the material he secures and the use which he makes of it.

2. A somewhat more ambitious arrangement might be to select two or more large groups of occupations such as "military service occupations" and "critical civilian occupations" and subdivide these groups into smaller groups or individual jobs which are characteristic of your community. Another idea might be to use as groupings the five divisions already suggested in Pamphlet No. 1 of the Victory Corps Series: Air Service Division, Land Service Division, Sea Service Division, Production Service Division, and Community Service Division.

If this scheme is used the counselor would have to decide in which of the five divisions any specific information should logically belong. It then becomes a matter of straight alphabetical filing within each division.

Using the Information

One of the main purposes to be served by information about critical war services and occupations is to enable the wartime counselor to give accurate answers to pupils in counseling interviews. More detailed suggestions regarding how the counselor uses such information are offered in Section IV, "What the Wartime Counselor Should Do."

The Victory Corps program as a whole will require on the part of pupils a general background of information about critical war services in occupations not possible to supply through counseling interviews only. In this

aspect of disseminating occupational information, the entire school must share responsibility. The following suggestions cover briefly a number of ways in which the school may perform this function:

1. Through regular classes in appropriate subjects.

Numerous opportunities exist in English, social studies, mathematics, natural science, industrial arts, vocational subjects, and pre-induction courses, to relate information bearing on critical occupations and services to the interests and activities of pupils.

A number of wartime occupations may have little relationship with actual content of subjects being taught and introducing irrelevant material should be avoided, but appropriate use of class-related information will often be possible.

2. Courses in occupations.

Schools offering courses in occupations may add to the study of long-time vocational planning an emphasis on those occupations and services which are critical in wartime.

3. Assemblies and homerooms.

One medium of reaching a large number of pupils quickly is through appropriate assembly and homeroom programs. The wartime counselor should help arrange such programs in order that information of general nature may become widespread among the older pupils. Information thus disseminated reduces the necessity of the counselor spending too much time in interviews acquainting pupils with general information and thereby allows a more direct and specific approach to each individual problem.

Assemblies, in particular, offer good opportunities to disseminate information in the form of visual aids. Many excellent films are obtainable, which deal with training programs in the armed services and

occupations of importance in the war effort. For suggestions about sources of these aids see page 22.

4. Displays.

Much material is now coming out in the form of charts, posters, and other large illustrations. The counselor should assume responsibility for seeing that material of this nature is appropriately displayed in the school, either directly, or through such faculty resources as the art department.

5. Library bookshelf.

Where possible a special bookshelf on materials relating to critical occupations and services should be set up in the library. Only books and other material of recent date should be included. The attention of pupils should be called to the materials on this special shelf through announcements in homerooms and assemblies, regular classes, and individual efforts of the counselor and librarian. The counselor should also work closely with the librarian in recommending the purchase of new references and periodicals relating to the Victory Corps guidance program. Such a shelf, reserved for books, leaflets, and other publications about occupations, is popular with boys and girls if conveniently placed and of free access.

Each wartime counselor will have his own ideas about the best methods of dissemination of occupational information and his ideas can be supplemented by those of

other members of the faculty. One person may suggest forums; another, games; another, occupational plays; and another may encourage pupils to write occupational articles for the school paper. Any attack is good which serves to furnish accurate information and answer pupil problems.

Addendum

Since this manuscript was set in type the responsibility for the recruitment of workers in agricultural occupations has been shifted from the U. S. Employment Service, War Manpower Commission, to the U. S. Department of Agriculture.

The recruiting of emergency farm labor will include plans to secure thousands of urban youth for vacation work in agricultural jobs.

For work on a part-time and summer basis and also on a full-time basis where local labor is concerned, the county agent's office will be the recruitment center. The respective State supervisors of vocational agricultural education and the county agents representing the U. S. Department of Agriculture will have certain joint responsibilities in carrying on the program.

In view of the above facts, wartime counselors, both rural and urban, should make contacts with the competent officials in their own States. It should be realized clearly that facts about agricultural occupations and placement in such jobs are dependent upon the new administrative provisions.

IV. WHAT THE WARTIME COUNSELING STAFF SHOULD DO

THE PROPOSALS of this section are based upon the presence in a school of one or more persons who are referred to here as wartime counselors, and to whom the school administrator has assigned certain duties and responsibilities, with corresponding provisions to assist in the discharge of these tasks. Even if in a small school the principal himself must be the wartime counselor, he will find that his duties in this capacity require clarification and the setting up of orderly procedures. This section is designed to help him, or any other person charged with these tasks whether on a part-time or full-time basis. Section V discusses the qualifications of the wartime counselor and means for carrying on the suggested program.

Upon reading the following suggestions many school administrators may assume that they are pitched far beyond their resources. That is perhaps true, for an attempt is made to outline a maximum program. A number of schools will find it necessary to make modifications in these proposals to bring them into line with their resources. The plans here stated are for an over-all view of the job of counseling in the present wartime situation. In most schools the wartime counselor will not only be in charge of counseling, but also perform many supplementary duties that must be done if the program of guidance for the High-School Victory Corps is to work. These duties are enumerated and discussed under the nine topics which follow.

Duties of the Wartime Counseling Staff

1. Take charge of the preparation of the pupil inventory and interpret it as needed for use by the principal of the school.

In smaller schools the wartime counselor may personally transfer to the individual inventory card all the data from various sources. In larger institutions he may enlist the help of some members of the staff. In any case, providing a usable inventory card will be one of the first jobs he must do before he is ready to perform subsequent duties. After the pupil inventory cards are complete he will from time to time, as needed, discuss with principal, pupil, and teachers the implications of this information in terms of the pupils' participation in the High-School Victory Corps program and possible military or civilian war service, and consequent curriculum needs.

2. Collect and disseminate occupational information about the armed services and war production which has a relationship with participation in the High-School Victory Corps.

One of the first duties of the wartime counselor will be to secure for the school as soon as possible information about occupational opportunities in the armed service and war production. Suggested sources and uses are to be found in Section III.

3. Supply individual counseling necessary for pupils.

(a) Furnish the pupil with particular facts bearing upon his personal choice of participation in the High-School Victory Corps program.

(b) Help the pupil and parent interpret the information already available to them in order to facilitate in every way the wise choice of the pupil of his area of participation in the High-School Victory Corps program.

The best choice of participation in the High-School Victory Corps will likely be made when the individual has an adequate knowledge of the opportunities and requirements offered by the courses in the school and their relationship to later service in military or civilian war service. Added to this must be a clear understanding on the part of the pupil of his assets and liabilities. This knowledge of opportunities and knowledge of self must be harmonized so as to bring about an intelligent choice of participation in the High-School Victory Corps. The pupil will need the help of some individual counseling to do this effectively.

Economy of time and resources will dictate that much of the information concerning participation in the High-School Victory Corps and opportunities in military or civilian war service must be given through group activities as suggested in the use of occupational information on pages 24 and 25. After the information has been disseminated and the pupil is well informed of the opportunities available he will need the services of the counselor on an individual basis to help him interpret the data of his individual inventory. If an intelligent choice of war service is to be made, the pupil must be helped in matching the best opportunity to serve war needs with his best abilities.

The following steps are suggested for the wartime counselor as means of getting this program of individual counseling under way:

- (a) Completing of inventory cards for those who because of age must soon participate actively in the military or civilian war services.
- (b) Disseminating of information as suggested in Section III.
- (c) Scheduling one or more periods a day for a few days in which the coun-

selor is always available for pupil and parent to answer any questions which have arisen.

- (d) Obtaining preliminary choices of participation in the program.
- (e) Reviewing each choice for possible inconsistencies in terms of the pupil's scholastic record, native ability, physical status, and other data which may have significance. Arranging for interviews with pupils in those cases in which these inconsistencies exist. (See Mechanics of Interview, page 30.)
- (f) Following up of all cases not satisfactorily adjusted.
- (g) Continuing interviews as the plans and interests of the pupils and war needs require.

4. Help the faculty understand and assume their functions related to guidance in the High-School Victory Corps program.

Unless the faculty understands the purpose, organization, and the part they can play in the High-School Victory Corps guidance program they cannot, and should not, be expected to participate effectively. Someone has said, "We are generally down on what we are not up on." The principal should see that the faculty is "up on" the High-School Victory Corps guidance program as one of the first steps toward doing an effective job, and employ the wartime counselor in suitable capacities for this purpose.

In discussing the guidance program with the faculty, the two following procedures are of special importance:

- (a) Listing guidance activities for which the counselor will need some aid. (Example: Having pupils fill out the blanks indicating their preliminary choices.)
- (b) Canvassing the faculty to secure suggestions and volunteers for accomplish-

ing those parts of the guidance program which the wartime counselor cannot accomplish through his personal efforts.

An example may be taken from the field of information about critical wartime services and occupations. The counselor may explain that he can take this responsibility insofar as it can be exercised in the individual interviewing of pupils. The more general dissemination of information will require an attack by the school as a whole. A faculty discussion might include such subjects as: Information through classroom teachers, auditorium programs, library facilities, and the school paper. (See Section III.)

As a result of the faculty conference, auxiliary guidance services may be advantageously increased. For instance, the teacher of vocational agriculture may assume the responsibility for giving specific information to pupils about agriculture as a war occupation, or about conducting a victory garden as the pupil's part-time work requirement in the Production Division.

5. Assist those members of the school staff who have assumed specialized duties in the guidance program.

Each member of the faculty assigned a specific duty will need to know what is to be done and how it fits in the total program of the High-School Victory Corps guidance program. Like any other learner he will have to be told how, shown how, and given an opportunity, to do the task. He will improve as his work is cooperatively evaluated from time to time and helpful suggestions given. If, for instance, standardized tests are given as part of the program to

secure additional data for the pupil inventory, some members of the faculty with the assistance and cooperation of the wartime counselor may assume and carry on the task of administering and scoring them with entire competency.

6. Under direction of principal maintain relationships between the school and other agencies within and outside the community which are requesting manpower for training or employment.

The large number of agencies in the field of war service reveals the need for intermediary and liaison work between those agencies and the schools which will feel the pressure of their several and varying needs. The war-service counselor may be considered the liaison officer for the utilization of manpower below 18 years for the area the school serves. He would maintain this liaison between the school and such agencies as the U. S. Employment Service, and with employers in the area and others interested in the use of the manpower available. The High-School Victory Corps program is the best means at hand of utilizing this potential manpower from the school enrollment.

7. Furnish to pupils, parents, and those who have left school an opportunity to come for information, suggestions, or "just to talk things over."

This consultant service at times would deal with problems of selection and training in the High-School Victory Corps program, or, again, it may deal with problems of selection and training in the actual military or civilian war services.

8. Accumulate and furnish (as an aspect of his responsibilities in the informational phase of the guidance program) to the school administration the best available information as to the number of pupils necessary for training or participation in mili-

tary or civilian war service in accordance with two main categories.

(a) Those war service needs which are more than local in character.

(b) Those which are confined to the community or district and may lead to part-time or full-time employment.

In category (a) occurs information regarding professions and all military needs. Data are obtainable from national sources. The school must depend either upon direct information from such sources, or upon the services of the State Department of Education for gathering such data and acting as a clearing house for its dissemination. The simplest kind of data concern mere numbers required, although these are not always easy to obtain. Other facts will involve the training required on the high-school level, which may imply changes in the curriculum. When curriculum adaptations are involved, the problem is no longer one of guidance only and the guidance staff and those responsible for administration and instruction will share the responsibility.

Information in category (a) may be illustrated by the following examples:

Pre-flight and pre-ground-work aviation needs.

Professional needs, such as those for engineers, nurses, doctors, teachers, or scientists.

In category (b), local occupational data and other information pertaining directly to war needs may be gathered and interpreted by the wartime counselor for referral to local school officials. Local needs for typists and stenographers, for example, can be discovered by conference with the local branch of the U. S. Employment Service or with such employers as are not served, because of war restrictions, by the U. S. Employment Service. Agricultural needs are also determined locally and may result in requests for part-time as well as full-time workers. In fact, part-time work-

ers who are still enrolled in school may constitute an important part of the civilian war service of Victory Corps members. The needs which develop from a shift of workers into more essential war-production services, but which must be met to keep the civilian economy going, such as for sales people and bus drivers, are involved. Many jobs in which women and girls may replace men and boys are in this class.

Here, again, curriculum and schedule changes may appear desirable and the entire faculty rather than the wartime counselor alone, must take on these responsibilities under the direction of the school administration.

The principal of the school may assign to the war-service counselor the duty of discovering such local needs by consulting the competent authorities; of gathering the data which discloses the dimensions of such needs; and, finally, of submitting such data to the proper school authorities for action. The key agency in this whole field is the U. S. Employment Service wherever it maintains an office. (Review pp. 17 and 18, inclusive, in connection with this topic).

9. Assist in selection procedures for specialized classes that may be suggested by State and Federal authorities from time to time.

Conditions not now anticipated may demand new and different types of training. If manpower is to be effectively used then those taking specialized courses of training must be carefully selected in terms of their interests, abilities, and national need. Good selection "doesn't just happen"—it requires well-planned procedures. The war-service counselor is the logical person in the school, by reason of training and time allotted, to plan and supervise selection procedures.

Mechanics of the Interview

Since individual counseling is a key function of a wartime guidance program, as of

any other guidance program, the counselor should be able to approach the task of interviewing an individual with a confidence based on some planned procedure. Wartime counselors may be relatively or even entirely inexperienced. For these the following suggestions on interviewing are offered. Experienced interviewers may want to use the suggestions as a check on their present practices:

1. The Purpose of the Interview

The interview has been called "directed conversation." It is an indispensable part of the counseling procedure. Its purpose is to enable counselee and counselor to assemble available facts, to make a diagnosis on the basis of the facts, and to formulate a sound plan of action based on the diagnosis.

2. Initial Interviews

(a) Discussing general achievement for purposes of determining the best choice of participation in the High-School Victory Corps program.

(b) Discussing achievement in special subjects for the purpose of exercising choices within the divisions of the High-School Victory Corps.

(c) Discussing physical condition as a potential asset or handicap in relation to the High-School Victory Corps and future participation in the military and civilian war service.

(d) Giving specific help in determining the relationship of a division of the High-School Victory Corps to later participation in military or civilian war service.

3. Follow-up Interviews

(a) Suggesting changes in choice of participation in the High-School Victory Corps.

(b) Giving pupils help in arranging their programs of studies so as to meet requirements for the division they have chosen in the High-School Victory Corps.

(c) Harmonizing the individual plans with those of the Nation's needs when possible, with the premise that the needs of the Nation come first.

4. Planning the Interview

The following principles and techniques of interviewing are based on a four-point program:

(a) Preliminary steps

(1) Provide the best quarters for interviewing, with regard to privacy and comfort of the pupil.

(2) Be as familiar as possible before interviewing with facts concerning the pupil. Get first-hand information from parents, teachers, and pupil inventory.

(3) Arrive at a general estimate of the nature of the pupil's problem before the interview begins.

(4) Make a plan of the interview beforehand, with sufficient flexibility to permit quick adjustments.

(b) Initiating the interview

(1) Establish a good working relationship or "rapport."

(2) Get the pupil's point of view.

(3) Do not ask questions until the pupil is obviously ready to answer them.

(c) Conducting the interview

(1) Start with the pupil's strongest interests and build conversation around them.

(2) Uncover real problems as soon as possible.

(3) Be a good listener and draw the pupil out along consistent lines.

(d) Shaping the interview toward successful outcomes.

- (1) Show real interest and faith in the pupil.
- (2) Be straightforward and frank, not sentimental.
- (3) Help pupil to face facts unemotionally.
- (4) Promote self-examination and self-appraisal. Help the pupil to see himself clearly, his aptitudes, abilities, interests, personality traits, and motives.
- (5) Get all the facts and interpret relationships.
- (6) Build the pupil's self-respect. Never deflate his ego. Redirect his objectives when necessary as tactfully as possible.
- (7) Let the suggested plan of action be that of the pupil. This may not be the last step in the problem, but help him to come to some minor decision concerning his situation. *Accomplish something.*
- (8) Be specific in suggestions.

5. Terminating the Interview

- (a) Summarize accomplishment of interview and stress action along lines suggested.
- (b) Make definite appointment for next interview or leave opening for pupil to come again.

6. Recording Results of Interview

Record results of interview immediately after termination. Accuracy and vividness of detail, consistent with brevity, are essential.

7. Supplementing the Interview

- (a) Check with others in regard to the pupil's problem.
- (b) Check pupil's interests in occupations and extracurricular activities.
- (c) Arrange for medical examinations if needed.
- (d) Check previous scholastic records if necessary.
- (e) Give or arrange for tests if deemed necessary.

8. Follow-up of the Interview

- (a) Check periodically with teachers the progress pupils are making in relation to their participation in the High-School Victory Corps.
- (b) Continue to work with those pupils whose programs are on a tentative basis.
- (c) Secure reports of the progress of individuals in certain circumstances. (Example: The boy whose program has been expanded to include pre-flight aeronautics provided he maintains average grades in his regular mathematics and physics.)

V. ORGANIZATION AND ADMINISTRATION OF THE VICTORY CORPS GUIDANCE PROGRAM

THE PROBLEM of organization and administration of the Victory Corps guidance program is simply that of finding means of carrying out the proposals already described in preceding chapters.

The proposals suggested here for the individual school may appear narrow, or even inadequate, to some who may be thinking in terms of complete peacetime guidance programs. The wartime counselor of necessity will often be a novice at the job. On the other hand, certain proposals on the State level may involve provisions not now available. These and similar objections must be answered with the reminder that the emergency demands emergency measures. What must be done cannot wait for a counsel of perfection. But after all concessions are made, it is still possible, it is believed, to organize and carry on a local wartime guidance program which is simple, practical, and in conformity with sound professional principles. Most States, moreover, should be able to render the assistance required by local school systems by some readjustment of or addition to present State services.

An Outline of Organization

The organization in a locality of provisions necessary to carry on the wartime guidance program may include the following:

A wartime counselor.

A faculty committee of the Victory Corps guidance program (a subcommittee of the faculty Victory Corps Council).

A local community advisory committee (a subcommittee of any Victory Corps community committee which may exist).

A local director of the wartime guidance program when a locality is large enough to require coordination of programs in several school units.

These local provisions should be reinforced on the State level as follows:

A State supervisor of the Victory Corps guidance program (identical with the State supervisor of guidance, if such an official now holds office).

One or more assistant supervisors according to the number and needs of the school systems of the State.

Provision for clerical service, travel, printing, and similar needs to make State supervision effective in all local school systems.

Wartime Counselor

The provision of one or more persons to perform the duties (see Section IV) of the wartime counselor is obviously of first importance in the Victory Corps guidance program.

When a school already has a counseling staff, this staff should, of course, be employed, with such modification of its usual duties as may be required in the emergency. In many large schools additional persons may be needed to carry on wartime activities.

When a school has no person now performing guidance functions, such an appointment is a serious responsibility of the principal. Almost all small schools and many larger ones face this problem.

The kind of person required may be estimated by a review of the duties (see Section IV) he must perform. Many compromises with a perfect matching of qualifications with duties must be made, and the smaller the faculty the truer this may be. In general,

however, it may be said that the wartime counselor ought to be a person who:

1. Is energetic and anxious to serve even though extra duties and strenuous activities both in school and in contacts with agencies outside the school are burdensome.

2. Has an understanding of the fundamental principles of guidance or can profit by in-service training in them.

3. Has demonstrated the ability to gain and maintain the confidence and respect of boys and girls.

4. Can work harmoniously with and gain the active cooperation of other faculty members.

5. Can make good contacts with community agencies.

6. Is interested in the welfare of boys and girls and can view their problems with sympathy without losing objectivity.

7. Has leadership qualities which will facilitate work with pupils, teachers, and community groups.

The following administrative suggestions as to the wartime counselor and his work will apply in various degrees to individual schools:

1. The wartime counselor should be designated by the superintendent or principal.

2. Five hundred pupils to one full-time counselor may be regarded as the maximum load, with additional assistance in the same proportion. Two or more part-time counselors are often at least as effective as one full-time counselor.

3. One hour a day for one person allotted to the special duties of wartime counseling in school hours should be provided in every school. If the principal appoints himself as wartime counselor, he should carefully schedule the requisite time for wartime counseling purposes or, if scheduling a specific hour is impracticable, prevent essential counseling activities from

being neglected in the pressure of general administrative duties.

4. Physical provisions to enable the wartime counselor to carry on his program should be made. The principal may establish a check list to discover what is desirable for this purpose by reviewing the previous three sections of this Manual. Often some modest financial provision for materials and incidental expenses will be necessary. Unofficial sources, such as school-connected organizations or civic clubs, may be of assistance when official school funds are not available.

5. The school principal should facilitate the in-service training of wartime counselors, especially those without experience, by making as generous provisions as possible for attendance at conferences held by State personnel, or local means of exchanging and organizing ideas and experiences.

6. The principal should facilitate the contacts of the wartime counselor with community, State, and other public and private agencies able to give information or other assistance with regard to military or civilian war services. The object is to provide an increasingly effective flow into the school of essential information and services.

The Faculty Committee

The wartime counselor is a servant of the faculty as well as adviser to the pupils. He will also need assistance in some of his activities from other members of the school staff. The facts he should be able to discover and present about the characteristics of the pupils enrolled and the demands for military and civilian war services will often suggest curriculum and schedule changes.

For all these reasons a faculty committee on the Victory Corps guidance program is an

essential part of organization. This committee may be appointed by the principal or elected by the faculty. When a high-school Victory Corps Council has been appointed for the school in accordance with the recommendations in Pamphlet No. 1, the faculty committee may be a subcommittee of the Council.

The following suggestions may be considered in setting up such a committee:

1. Size and composition of committee.

Three to five members, or at least a small enough number to facilitate frequent meetings and carry on business. In small schools the whole faculty may be included in the membership.

2. Functions.

- (a) Surveying present school practices in relation to the Victory Corps guidance program.

- (b) Advising on all policies and activities undertaken by the wartime counselor which imply the assistance of other teachers.

- (c) Reviewing implications of the wartime guidance program which suggest changes in subject-matter, schedules, and faculty policies.

- (d) Suggesting means by which the guidance program may be increasingly effective to the whole school and community in helping the school adapt itself to wartime demands.

The Local Community Advisory Committee

The school which has organized a Victory Corps will attain considerable importance in local employment and other wartime activities. Many of the collateral problems will be related to the school guidance program.

The employer, for instance, will need help in understanding the limitations of pupils'

availability for part-time work. The farmer may ask assistance in securing youth who have desirable characteristics to help him. The local defense council may need some advice as to using in-school youth in OCD activities in accordance with their aptitudes and abilities.

Under such circumstances a local community advisory committee may perform a useful function. Such a group may be a subcommittee of a larger Victory Corps city-wide council (see Pamphlet No. 1) or comparable local defense council. Where such a council does not exist, the advisory committee may be appointed directly by the superintendent of schools.

City-wide Director

The local school system containing two or more secondary units may require some means of coordinating the activities of the several schools. Sometimes a joint committee may serve. In other cases it may seem advisable to designate for this purpose some individual with central administrative standing.

The larger cities will almost certainly need a city wartime guidance director to assist the director of the Victory Corps. The wartime guidance director will find his duties largely defined for him by the demands of the school wartime counselors who are attempting to carry out the suggested program. In addition, the school system will want to economize the time and energy of agencies such as the local branch of the U. S. Employment Service from which assistance must be sought by consolidating requests and avoiding the separate approaches of several school wartime counselors. The office of the guidance director may also serve as a useful clearing house through which the individual schools may pool all their ideas and experiences wherever developed. This Office may also perform in a large school system many of the functions

described elsewhere in this publication as the functions of the State office for the smaller schools throughout the State.

Supporting State Services

The State organization chart in Pamphlet No. 1 suggests a State director for the High-School Victory Corps. In some States the State supervisor of occupational information and guidance has been given that responsibility. In others he has been appointed State supervisor of the wartime Victory Corps guidance program to assist the State director. In all States some State supervisory assistance to local school systems appears necessary. In the larger States a staff of more than one person is clearly needed if schools are to be served effectively and in time.

If the large urban school were the typical institution in our country, some justification might be advanced for depending on the resources available to the local school system for inaugurating and carrying on the wartime guidance program. On the other hand, statistics suggest the following as the characteristics of the "average" American school:

1. An enrollment of 200 or fewer pupils.
2. A faculty composed of a teaching principal and 4 to 6 teachers.
3. Situated in a small village or rural agricultural area.
4. Without a large war-production manufacturing enterprise in the immediate area.
5. Without a person trained in guidance on the faculty.
6. Limited contacts with the U. S. Employment Service.
7. Limited vocational training facilities and shops, except in the fields of home economics, agriculture, and certain aspects of business.

Clearly, whatever assistance may be needed in the large school, the usual small school must have considerable help in its wartime

guidance program and this help must be offered as nearly simultaneously as possible to all schools in the State because of the very nature of the emergency.

State Services for the Victory Corps Guidance Program

The needs of the local school system which may be supplied by a State Department of Education, will conform somewhat to the following list:

1. Assistance, probably through area conferences, in organizing basic wartime guidance services in the local school system.
2. In-service training on some area basis for wartime counselors in their emergency duties.
3. Assistance in developing counseling and individual inventory procedures, and in supplying forms and such tests and other material as may be found desirable.
4. Clearing house facilities for information which originates from sources outside the State with regard to needs for military and civilian wartime services.

5. Consultant services for individual communities to solve unusual problems, or those requiring joint action of some nature.

To supply these services, the following personnel is suggested:

(1) In every State, a person designated as State Supervisor of the Wartime Guidance Program of the Victory Corps.

This person may be identical with some existing official. It should be recognized, however, that the duties involved require special background and training in the guidance field. Since every State contains one or more persons skilled to a degree in this respect, one of these individuals should be drafted as a State supervisor if necessary, rather than to depend for leadership in this important field on a person unable to qualify professionally.

(2) Assistant State supervisors as circumstances require. In those States with large school enrollment, the supervisor will need assistants. Needs will appear in two fields:

(a) One or more assistants to carry on the clearing house procedures especially in occupational information phases of the State Wartime Guidance Program.

(b) One or more assistants in field work, to help local school systems directly to inaugurate and develop their programs.

(3) Clerical services as required.

Suggested Steps in the State Program

1. Designate a State staff.

2. Arrange area working-conferences to assist principals or wartime counselors in attacking local programs.

3. Provide for obtaining, organizing, and disseminating information on military and civilian war services, which pertains to the in-school enrollment and which originates nationally, or outside the State. Much of this must be processed in some way, since the original material will be insufficient in quantity to supply copies directly to schools.

4. Provide for adequate liaison on the State level with agencies such as the War Manpower representatives; higher institutions of learning; agricultural organizations; State OCD Council; Selective Service authorities; military recruiting agencies; war-production training programs, such as the Engineering, Science and Management War Training Program and the Vocational Training for War Production Workers; and other agencies relevant to wartime programs.

5. Arrange a continuing program of supervision to make the Victory Corps guidance program increasingly effective.

6. Establish working liaison with Federal agencies, especially the Occupational Information and Guidance Service of the U. S. Office of Education, for continuing assistance and information.

Relation of a Guidance Program to the Curriculum and Training Program of Schools Organized for the Victory Corps

Certain relationships indicate that the organization of a wartime guidance program as outlined in this publication may be regarded as prerequisite to the successful organization of the Victory Corps program of courses and training:

1. Curriculum adjustments must reflect emergency needs which are constantly changing.

Obtaining information as to the kinds of military and civilian war needs is a suggested function of the information phase of the guidance program.

2. The number of persons required in any category of military and civilian war needs influences the scheduling of class sections and teachers.

Securing information about numbers required is a suggested function of the guidance program.

3. Providing highly specialized courses and training involves selection for such purposes of pupils able to satisfy the mental and physical qualifications involved.

The guidance program has the function of inventorying the school enrollment.

4. Securing the individual choices of pupils as to courses and training is a difficult prerequisite to organizing classes and assigning teachers.

The counseling phase of the guidance program provides for this process.

5. In small schools especially, the Victory Corps program may deal with only

one or two individuals for any particular military or civilian war service.

The guidance program identifies individuals in relation to their possible objectives.

6. Relations with higher institutions and the military services emphasize classification and selection procedures.

The guidance program provides comparable procedures in the schools.

7. Modifications of the curriculum will also reflect local needs arising both from industrial and agricultural war-production demands and from community labor demands brought about by the displacements of direct war production.

The guidance program suggests means of identifying these needs.

Federal Relationships

The Occupational Information and Guidance Service of the Vocational Division of the U. S. Office of Education will render any assistance in its power to State departments of education in solving guidance problems connected with the High-School Victory Corps. Individual school systems and institutions should first seek help from their respective State departments of education, which may refer such requests as they desire to Washington for further assistance.



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U. S. GOVERNMENT PRINTING OFFICE
WASHINGTON 1943



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